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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Looking Good: Hygiene. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives for the course include awareness of the reason for the need to have a clean body, knowledge of procedures for cleanliness, and development of a workable day schedule of hygiene. Contents include a test for the course and lesson plans for eight "steps" (hygiene, bathing or showering, cleaning, shaving and brushing teeth, hair care, extras, cleanliness and clothes, and celebrations of cleanliness) with teacher notes, classroom activities, homework assignments, and handouts. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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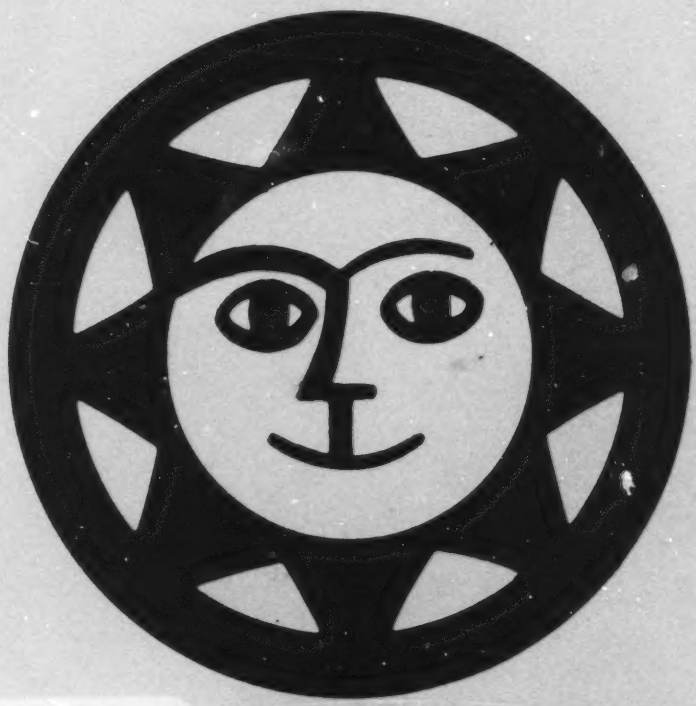
COMMUNITY LIVING SKILLS GUIDE

Looking Good: Hygiene



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COMMUNITY LIVING SKILLS GUIDE FOR THE COLLEGE FOR LIVING

LOOKING GOOD: HYGIENE

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PREFACE

The College for Living Guidelines were designed and created by the needs of both the students and the teachers at Metro College for Living, Denver, Colorado. The teachers were keenly aware of the wide variety of levels and needs of students entering the College for Living. They realized that the myriad of backgrounds of the students necessitated an individualized approach to each subject. The guidelines were created to give the person who teaches a broad base of concepts with which to work and some activity ideas which will help the course be effective.

When using the College for Living Guidelines, the teacher is encouraged to develop individualized materials and approaches to meet the needs of each student. A guideline need not be followed rigidly. If a student needs to master a basic skill, let the student use a variety of methods to discover the concept they are backing. Then they can move on to another facet of the course.

The workbooks are designed to help the teacher begin a course. The interaction between student and teacher will make the content viable. A "positive atmosphere" will help the student learn.

Motivation of both student and teacher toward specific goals ensures success. It is important to remember that the students

A Community Service Program
Supported by the Governor's Developmental Disabilities Council

we influence use teachers as role-models. Therefore, any means a teacher has to aid the student in growing in the area of self-respect and self-reliance should be emphasized.

One approach to learning is to offer choices. At first, the choices should be simple in order to minimize anxiety. But as the student progresses more difficult problem-solving situations can be introduced. Student input is essential.

Enjoy teaching.

Sincerely,

Alice Roelofs Kreps

Alice Roelofs Kreps,
Program Coordinator

ARK/ts

LOOKING GOOD

HYGIENE

Goals:

To be aware of why we need to have a clean body.

To know procedures for cleanliness.

To develop a workable day schedule of hygiene.

Objectives:

I. The student will express verbally or non-verbally two reasons why cleanliness is important.

II. The student will decide by comparison whether he/she is clean or dirty by smell, feel or sight.

III. The student will demonstrate incorrect/correct cleanliness procedures outlined in hygiene guidelines by role play or by actual demonstration the following hygiene skills: Teeth brushing, hair care, shaving, showering or bathing, and genital care.

IV. The student will show an improvement in daily body care by recording hygiene activities on body care charts beginning week I and ending from 1-3 semesters later.

TEST FOR HYGIENE I

1. Why is cleanliness important? Discuss

2. How do you keep your body clean?

Teacher Note: Give test orally and individually. Try not to give answers to the student.

3. How often do you do these things?

Shave	_____
Brush your hair	_____
Brush your teeth	_____
Shampoo	_____
Take a bath	_____
Use deodorant	_____
Wear clean underwear	_____
Clean your fingernails	_____
Use hygiene aids, such as deodorant, lotion, etc	_____

4. What did you do this morning to keep your body clean?

STEP I. Hygiene

1. Discuss the meaning of hygiene.
2. Find pictures in magazines that show some kinds of hygiene.
3. Why is cleanliness important?
4. Make a collage.

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Did you think of:

Bathing/showering

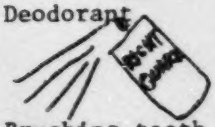
Shaving

Shampooing hair

Clean underwear

Brushing hair

Deodorant



Brushing teeth

HOMEWORK

Handout: Body Care Charts

Make a weekly chart of body care

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun.
Bathing							
Brushing Teeth							
Shaving							
Deodorant							
Brush Hair							
Shampoo							
Fingernails							
Genitals/Wash							
Clean panties or shorts							

Make a body care chart each week and hand in.

STEP II : Bathing or Showering

Discuss these questions:

1. When do we shower?

2. Why do we shower?

3. What is the difference between a bath and a shower?

4. How do we get clean?

5. What do we use to keep clean?

Homework:

1. Be sure to give body care charts.
2. Bring your razor from home

Teacher Note:

Bring washclothes and soap and lotion. Discuss menstrual cycle and the advantages of a shower over a tub at this time.

STEP III: Cleaning

1. Use a clean washcloth each day.

2. Use soap.

3. Wash face first.

4. Then wash body.

5. Wash hair as often as needed.

6. After washing apply lotions.

(empty carton)

Activity: Make a "coke bottle container" hygiene carry-all. Cover with contact and use each compartment for different necessary items.

STEP IV: Shaving/Brushing Teeth

Bring razor from home -- practice procedure in class.

Female

1. Have a safe razor
2. Legs/underarms
3. Use warm, soapy water
4. Take your time
5. Sit in bathtub
6. Run hands over leg to check for smoothness
7. After drying, use lotion
8. Shave as often as needed

Male

1. Have a safe razor
2. Shave your beard, mustache, and neck
3. Shave everyday unless you get a rash or unless you decide to grow a mustache or beard.

Teacher note: Bring soap, foam, aftershave and lotion. Help students use the razor they are used to -- i.e. -- electric or safety.

Teeth Brushing

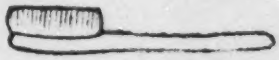
1. Why do we brush our teeth?

2. Proper Procedure:

   a. At least twice a day, brush after meals.

   b. Use toothpaste

   c. Use adult toothbrush



   d. Chart on proper technique

3. Demonstrate your ability to brush your teeth.

Teacher Note:

A. Call local dental association to procure tooth brushes and toothpaste.

B. Remember that a toothbrush is personal and should not be loaned or shared.

STEP V: Hair Care

I. How do you take care of your hair?

II. Procedure:

1. brush daily--clean hair brush and comb

2. shampoo regularly (1-2 times weekly)

3. Wet hair thoroughly. Lather. Rinse thoroughly. Repeat. Hair is clean when it squeaks.

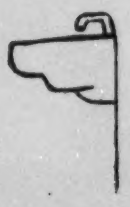
4. Best place to shampoo hair is in the shower.

5. Talk about naturalness and its benefits. (Talk about good haircut)

III. Wash hair and blow dry.

Materials Needed:

shampoo, blow dryers, towels, brushes, combs, sink, shampoo and dry.



STEP VI: Extras: deodorant, lotion, mouthwash

1. Discuss charts and observe growth.

2. Discuss naturalness and common sense.

   What is good for you? What isn't? Smells?

3. Try different extras

Homework: Wear clean clothes and come clean. Do weekly chart.

Teacher Note:

A. Talk about smells. What is offensive to you?

B. Contact distributors for samples.

C. Don't over do on cosmetics like perfume.

STEP VII: Cleanliness and clothes.

If we have a clean body, we should wear clean clothes.

How can you tell if your clothes are clean?

How can you tell if your body is clean?

1. Smell yourself. Are you clean?

2. Look at your clothes. Are there spots? Is there dirt? Are there stains?

3. Personal hygiene.

Activities: Shop for toilet articles at a drug store.
Clean yourself with soap and wash cloth.
Wash clothes - use detergent.

STEP VIII: Celebrations of Cleanliness

Class assignment: Come to class clean and neat and bring your weekly charts. Celebrate. Talk about what you learned. Re-take hygiene test.

Invite sexuality teacher to talk about future classes.